

CHAPTER III

METHODOLOGY

This chapter shows the information about the research design, data and data resources, time and place of the study, instrument of the study, data, data collecting procedure and procedures of study.

3.1 Research Design

The study was intended to describe and investigate the teachers' questions and tests in three courses at English Department of State University of Jakarta. This study utilized descriptive research with qualitative data by using content analysis study that applied a classroom observation as its design. This study is conducted through a descriptive case study to get in-depth information about how teachers used questions and tests in the 3 courses of English Department. Creswell (2008) said that a case study is an in-depth exploration of a bounded system (e.g. an activity, event, program, process, or individuals) based on extensive data collection. In addition, Johnson (1992) defined a case study as the unit of analysis. The unit of analysis (i.e. the case) might also be a teacher, a classroom, a school, an agency, an institution, or a community. Case study employed the classroom observations as its design is the proper method to be used in this study in order to find out depth or detailed information dealing with

the questions and tests used by teachers at English Department of State University of Jakarta.

This study used content analysis. Krippendorff (2004) defined content analysis as a research technique for making reliable and valid inferences from texts (or meaningful matter) to the context of their use. He also stated that content analysis should not restrict themselves to summarizing surface features of message but should instead interpret the meaning content.

The role of the researcher was the nonparticipant observer. Creswell (2008) defines it as “an observer who visits a site and records notes without becoming involved in the activities of the participant” (122). As the same as the stated above, the researcher was not involved through the classroom interaction, instead, she just recorded and transcribed what was happening in the classroom and had no intervention in the teaching and learning process.

In this study, the writer chose the Bloom’s Taxonomy which discussed level of questions to investigate teachers’ questions and tests in 3 subjects.

3.2 Data and Data Resources

The data used in this study were teacher’s questions in teaching and learning process in the 3 courses (*English Language and Teaching Methodology 1, Research in English Language Education, and Semantics and Pragmatics*). The teacher was observed while teaching students at class, so that the researcher may know how the teachers used questions to stimulate students’

high order thinking skills. The researcher also used the tests of each courses and then analyzed the item of the questions or instructions.

3.3. Time and Place of the Study

This study is conducted in March – June 2015, and took place at English Department of State University of Jakarta in 3 courses (*English Language and Teaching Methodology 1, Research in English Language Education, and Semantics and Pragmatics*) on Semester 102.

3.4 Research Instrument

In gathering the data, the researcher used non-participation observation and document analysis, and using content analysis in terms of analysing the teachers' questions and tests while the Bloom's Taxonomy is functioned as the defined criteria of questions level and level of thinking. This study used non-participation observation since the writer only observes the process of learning at classroom by record it in video-tapping and transcribed it, which was aimed to find out which questions that lead students to do high order thinking. The observation sheet is needed in order to focus on the points of investigation.

3.5. Data Collection Technique

The technique of the data collection was collected through classroom observation and through document analysis.

1. Classroom Observation

The classroom observation was conducted in 5 meetings of *ELTM 1*, 4 meetings of *RELE*, and 3 meetings of *Semprag*. The data were collected from the questions given by teacher to students in the teaching and learning process at classroom and how the questions lead students to do high order thinking.

After the data were recorded, the recordings were transcribed and put into a table containing columns of categorization of teacher's questions' level based on Blooms' Taxonomy and Revised Blooms' Taxonomy. Wallace (2000) define transcript as a verbatim account of the interaction that has occurred in a lesson, or in a part of a lesson. Rymes (2008) also added that transcripts can become powerful documents that shape perspectives on classroom interaction, future interactions, and the course of learning in the classrooms.

The researcher used observation and descriptive analysis techniques in this study. Brown (2004, p.460) said that the main techniques used in case study are observation (both participant and non-participant), interviewing (unstructured and structured) and document analysis.

2. Document Analysis

The researcher also used document analysis, those are the mid-term test, and the final test of each subjects. The data were the questions or instructions item of the tests. Each of the questions or instructions were obtained by asking the tests to the each teacher. The questions and tests will be analyzed by using Bloom's Taxonomy and Revised Bloom' Taxonomy.

3.6 Data Analysis Procedure

The study employed several steps to analyze and interpret the data. The steps of analyzing the data are as follows:

1. Transcribing the video.
2. Classifying the questions posed by teachers in the classroom.
3. Classifying the questions or instructions of the tests of each courses.
4. Classifying the level of questions.
5. Writing the questions into table of analysis. In analyzing the teacher's level of questions and students' thinking skills, both in the classroom and in the tests, the researcher categorized it based on Blooms' Taxonomy and Revised Blooms' Taxonomy which focused on cognitive process dimension.
6. Making percentage of the result from the classification.
7. Describing the results of the data analysis.
8. Drawing conclusions.